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ABSTRACT

The focus of the bibliography is the status of academic research on higher education in the developing countries of Latin America. Thirty selections were chosen as a representative survey of the types of scholarly approaches that specifically treat postsecondary education in Colombia. The individual annotations are subsumed in three categories (bibliographies, general references, and higher education references). Included in each section is at least one entry that reflects a cross-cultural emphasis. (Author/MSE)

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COLOMBIAN HIGHER EDUCATION: A SELECTED ANNOTATED BIBLIOGRAPHY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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INTRODUCTION

The research on higher education of developing nations, and of Latin America in particular, is still in a state of evolution. This bibliography serves as an inquiry into the status of academic research on the topic of Colombian higher education. This listing of 30 selected publications is intended to be representative, not exhaustive, and reflects the types of scholarly approaches which have been taken in the treatment of Colombian education. The annotations are meant to reflect the principal thesis of each entry.

The three sections of the bibliography (Bibliographies, General References and Higher Education References) are intended to provide an overview of Colombian education. The progression is from the general to the specific -- from citations of other bibliographies and holistic works which focus on the entire Colombian educational structure, to studies concerned with particular aspects of higher education. Each section contains at least one entry with a cross-cultural approach, i.e., Colombia is one of a number of nations investigated in the same study for the purpose of comparability. Publications of indigenous Latin American scholars as well as of authors from the advanced nations have been chosen for examination.

All of the sources listed can be found in the University of Florida's fine Latin American collection.

BIBLIOGRAPHIES

Bryant, S. V. Colombia; A select bibliography, 1960-1970. New York: Colombia Information Service, 1972. 86 pp.
An unannotated bibliography, alphabetized under subject headings. This work gives a good selection of books under education.

Florén Lozano, L. Obras de referencia y generales de la bibliografía colombiana. Medellín: Editorial Universidad de Antioquia, 1968. 22 pp.
An annotated reference listing so complete it even includes telephone directories. The education section consists predominantly of government publications.

University of Wisconsin. Land Tenure Center Library. Colombia: Background trends -- A bibliography. Madison: Author, 1969. 56 pp.
A short section on education, though more books are included under sections such as agriculture, economy, politics and society. The books included in this listing have one drawback; they can be found only in the Land Tenure Center Library.

Watson, G. H. Colombia, Ecuador and Venezuela: An annotated guide to reference materials in the humanities and the social sciences. Metuchen, New Jersey: Scarecrow Press, 1971. 279 pp.
Since Colombia is one of three countries covered by this study, the number of books dealing specifically with Colombian education is not large, though the few books which are listed are helpful.

GENERAL REFERENCES

Bernal Escobar, A. La educación en Colombia. Bogotá: Centro de Investigaciones Sociales, 1964. 318 pp.
This useful source traces the history and development of Colombian education from its European roots to its emergence in that Latin American country. One section includes a commentary on Jesuit education, an aspect of particular signficance for the continent as a whole because the Catholic influence on education was deeply felt. Bernal's study includes basic information concerning the legal structures and organization of education as well as a philosophical statement.

Carnoy, M. Rates of return to schooling in Latin America. The Journal of Human Resources, 1967, 2, pp. 359-374.
Results are summarized for four countries: Chile, Colombia, Mexico, Venezuela. The latter two, which experienced rapid growth in the ten year period preceding the estimates, appear to have higher rates of return for primary and university students than do Chile and Colombia. There exists a positive correlation between rates of growth and rates of return to school. Two other notes of interest: (1) Rapid investment in education is not a sufficient condition for economic growth. (2) The return to school rate is higher than return to physical capital.

Duncan, W. G. Education in Colombia: A sociological approach. Unpublished master's thesis: University of Florida, 1966. 118 pp.
An examination of literacy rates and levels of education among the Colombian people as it varies according to sex, region, and migration patterns. Colombia's five-year plan is seen as recognition of the need for literacy and a positive approach to education.

Educational developments in Colombia. International Yearbook of Education, an annual publication.
A short overview of the past year's developments organized under clear, easy-to-read subject headings, e.g., planning, budget, teaching staff, and universities.

Fals-Borda, O. La educación en Colombia: Bases para su interpretación sociológica. Bogotá: Universidad Nacional de Colombia, Facultad de Sociología, 1962. 37 pp.
A sociological outline of the educational development of Colombia which, not unlike other developing nations, is marked by the conflict between elitists vs. pragmatists and traditionalists vs. progressives. Those who wish to preserve the "status quo" are in control, and prevent a progressive educational system in the country. The author sees an autonomous university as one partial solution to the problem.

García Niño, G. Sociología de la educación en Colombia. Bogotá: Imprenta Patriotica del Instituto Caro y Cuervo, 1970. 139 pp.
A very complete summary of the entire educational system which includes a listing of its objectives and strategies as well as a resume of the overall administration. García Niño also attempts an analysis of Colombia's educational woes; possible solutions are outlined.

Hernández de Alba, G. Documentos para la historia de la educación en Colombia. Bogotá; Patronato Colombiano de Artes y Ciencias, 1969. 236 pp.
This is the first volume in a proposed compendium of documents which involve all educational decisions made in Colombia from its first settlements by the Spanish. This particular books covers documents from 1540 to 1653, a period when the country was still under colonial rule and its educational system was tied closely to the Roman Catholic Church. The reference book ends with the inauguration of the Colegio Mayor de Nuestra Señora del Rosario, today one of Colombia's most prestigious universities.

Jallade, J. P. Public expenditures on education and income distribution in Colombia (World Bank Staff Occasional Papers No. 18). Baltimore: Johns Hopkins University Press, 1974. 74 pp.
The author explores the joint impact of the Colombian tax system and public expenditures on education upon the distribution of income. He concludes that public financing of education in Colombia contributes to the distribution of income from the rich to the poor.

Parra Sandoval, R. Dependency and education in Colombian underdevelopment. Madison: University of Wisconsin Press, 1973. 77 pp.
The author argues against the notion that education is a prime factor in social mobility and development in Colombia but holds that the educational structure in that nation contributes to internal conflict and social tensions. The relationship between educational resources and developmental patterns fostered by extra-national interests through investment shows that the educational structure is influenced by dependency. This publication is an abbreviated form of Parra Sandoval's Ph.D. dissertation.

Posada, J. (Ed.) Una política educativa para Colombia. Bogotá: Imprenta Nacional, 1963. 5 volumes
An in-depth and complete analysis of Colombian education by a Minister of Education upon the close of his term in office. The evolutionary history of Colombian education is delineated. Speeches by education officials of high rank and important documents (e.g., decrees, reports of governmental meetings) are included here as well. Socio-economic data (specifically from 1961-62) are provided along with educational statistics. This is an outstanding study done by an insider who had complete access to the sources necessary for a complete accounting of the educational system in Colombia.

Renner, Richard R. Education for a new Colombia (U.S. Office of Education, Institute of International Studies). Washington, D.C.: U.S. Government Printing Office, 1971. 199 pp.
An extremely comprehensive overview of the entire educational network throughout Colombia. Renner not only provides information on the geographical and cultural setting within which the institutions of learning operate in the country, but he also supplies his reader with details from a variety of programs on every educational level. There are sections which deal with operations from kindergarten to university levels; referred to as well are vocational and literacy educational plans. A fact book which is the complete reference guide for Colombia's training system.

Van Patten, J. J. Education in Colombia. School and Community, 1971, 58 (November), 23 ff.
A very brief and simplistic view of the Colombian educational system. It is highly laudatory of the private school though it recognizes that changes are in order for both private and public educational institutions in the country.

HIGHER EDUCATION REFERENCES

Atcon, R. P. The Latin American university. Bogotá: ECO, Revista de la Cultura de Occidente, 1966. 160 pp.
This bilingual edition (Spanish-English) provides a critical incisive look at the problems of the Latin American university. It is particularly noteworthy for its description of the internal framework of Latin institutions of higher education, applicable especially to Colombian universities. Recommendations for change are cited.

Bakke, E. Wight. Students on the march: The cases of Mexico and Colombia. Sociology of Education, 1964, 37 (Spring), pp. 200-228.
This article provides the reader with a theoretical approach to the issue of student activism on university campuses, and utilizes as models the countries of Colombia and Mexico. The variables discussed include: 1) the student image, both traditional and contemporary 2) the university experience 3) off-campus experiences for self-actualization. Bakke concludes that student frustration is largely a product of basic societal tensions which the students, through their demonstrations, cannot erase. This aspect of Latin American higher education needs more attention since it is a widely prevalent phenomenon which has now been felt in this country.

Chaves, J. M. (Ed.) La reforma universitaria en Colombia. Bogotá: Editorial ABC, 1957. 239 pp.
A collection of essays which deal with university reform, technical education in Colombia and the future of traditional college curricula. This book is a result of seminars sponsored by the National University Fund, an agency founded for the coordination of university efforts in Colombia which was later re-organized to form the Colombian Institute for the Development of Higher Education (ICFES). Since both the future and the accomplishments of the National University Fund are discussed here, the book is an interesting historical document on the origins of ICFES.

Cohen, L. Las colombianas ante la renovación universitaria. Bogotá: Ediciones Tercer Mundo, 1971. 149 pp.
An an anthropologist, the author discusses the identities of professional women in relation to the historical background, cultural values and social structure found in Colombia. The women's role in the university reform movement is particularly stressed.

Díaz Borbón, R. La universidad colombiana: Una crisis institucional. Bogotá: Sociedad Universitaria de Editores, 1972. 88 pp.
Díaz Borbón first outlines a brief history and description of the nation's institutions for higher education. He then discusses the role of the university in Colombian society, and in the political and economic development of the country. As designated in the title, the author believes that the Colombian colleges exist within an atmosphere of crisis.

Instituto Colombiano para el Fomento de la Educación Superior. La educación superior en Colombia. Bogotá: Author, 1970. 2 volumes
This is a government document compiled by ICFES which includes the national plan for higher education in Colombia, and the documents which make up that plan. The problems manifest in Colombian higher education are identified and suggestions are made in the fields of administration, teacher training, library materials and finances. The second volume is the report of the Advisory Commission of the University of California which evaluated the Colombian system of higher education.

Jacobsen, J. M. The junior college idea in South America: Chile, Colombia, Peru and Brazil. Junior College Journal, 1968, 39 (November), pp. 9-13.
A description of the development of junior colleges in four Latin American nations. Colombia's plan of converting three educational institutions into comprehensive junior colleges, or institutos universitarios, is hailed as a "model" program. This article closes with an enumeration of obstacles which must be overcome to insure successful implementation of the junior college idea, e.g., no national plans, lack of public relations, inadequate faculty training, lack of complete autonomy.

Kelsey, C. E., Jr. New dimensions of responsibility for higher education. The Educational Record, 1965, 46, (Fall), pp. 346-350.
A description of an international exchange program between Texas and Colombian universities. Seminars attended by faculty and administrators of both systems dealt with student affairs, academic affairs, financial problems and public relations. The program was felt to be beneficial to both parties.

Liebman, A., Walker, K. N., & Glazer, M. Latin American university students: A six nation study. Cambridge: Harvard University Press, 1972. 296 pp.
The most comprehensive comparative and empirical study dealing with student political attitudes and behavior in Paraguay, Mexico, Uruguay, Colombia, Panama and Puerto Rico. The authors consider the interaction between Latin American elite children and an archaic, socially insulated institution, the Latin American university, which produces students opposed to the government and the existing social structure.

Pelczar, R. S. University reform in Latin America: The case of Colombia. Comparative Education Review, 1972, 16 (2), pp. 230-250.
This article traces the Colombian university reform movement from the 16th century to the 1970's. The author concludes that universities as they exist today cannot be solutions to the political and socio-economic ills of their countries. This is because the institutions themselves suffer from the same deficiencies which plague the nation. Pelczar predicts a period of revolutionary change within the universities.

Rama, G. W. El sistema universitario en Colombia. Bogotá: Universidad Nacional de Colombia, Dirección de Divulgación Cultural, 1970. 256 pp.
An analysis of the Colombian university, its relation to global society and within the nation. Rama discusses the role which higher education can play in the formation of human resources for social change, especially important for developing countries and the place of the university in the power distribution of modernizing societies. The study includes many useful charts.

Universidad Nacional de Colombia. La reforma de la Universidad Nacional de Colombia. (Informe del rector, Vol. 2) Bogotá: Imprenta Nacional, 1967. 71 pp.
This volume is a description of current and proposed reforms for the major public university of Colombia, prefaced by the argument that the university cannot assume its role in national development without major internal changes. Information on the reform proposals is given, the most important aspect being the availability of new professional faculties (or colleges) which would provide greater transfer options for students. This university reform would correct one of the most widely criticized features of Latin American higher education: the rigid degree requirements and content structure of each "career." Such rigidity forced students who wished to change major fields to begin as freshmen regardless of their previous status.

Walker, K. N. Comparison of the university reform movement in Argentina and Colombia. Comparative Education Review, 1966, 10, pp. 257-272.
The university reform movement is concluded to have been unsuccessful in Colombia and has thus resulted in greater alienation between universities and society as a whole. The movement was, however, successful in Argentina, resulting in increased participation by students in university administration.

Williamson, R. C. El estudiante colombiano y sus actitudes: un análisis de psicología social en la Universidad Nacional de Colombia. Bogotá: Universidad Nacional de Colombia, Facultad de Sociología, 1962. 76 pp.
A study of the family background of Colombian university students which focuses on the variables of income and father's profession. The values promoted in their families and passed on to the students reflected an elitist status. This view is not at odds with the stereotype of Latin American students as privileged members of society. At any rate, the result is an interesting profile of the college student in Colombia during the early 1960's.